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ABSTRACT

In this collection, games and activities are included for each of the following areas of prereading skills: language development, articulation improvement, auditory discrimination, visual discrimination, and visual motor skills. A discussion of each activity and directions for its implementation are included as well. (LL)

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Illinois State Office of the Superintendent of Public Instruction
Springfield, Illinois

A COLLECTION OF GAMES AND ACTIVITIES FOR THE INSTRUCTION OF PRE-READING SKILLS

CS 001 824

A COLLECTION OF GAMES AND ACTIVITIES FOR THE

INSTRUCTION OF PRE-READING SKILLS

I. LANGUAGE DEVELOPMENT

II. ARTICULATION IMPROVEMENT

III. AUDITORY DISCRIMINATION

IV. VISUAL DISCRIMINATION

V. VISUAL MOTOR SKILLS

I. DEVELOPING LANGUAGE ABILITIES

Show an interesting picture. Encourage the children to talk about the picture. Help the children to increase the length of their sentences describing the picture.

Classify objects. Make a chart of pictures, illustrating a general idea, fruits, vegetables, furniture, animals, things mother does, father does, toys, opposites, numbers, colors, etc.

Read stories to children. Question them about the story. Have children retell the story.

Have a record of current events, a "news" period.

Encourage children to bring toys, pets, etc., to school and talk about them. Encourage children to talk about their interest.

Make a game for prepositions. Put an object in, on, under, beside, below, above, behind, the box.

Make a game for adverbs. Walk quickly, slowly, sadly, quietly, noisily, happily, etc.

Make a game for adjectives. Find a number of different balls, etc. Have the children bring the blue, red, big, little, striped, smooth, unhappy, kind, old, young, etc. Describe objects, each other, clothes, etc.

II. ARTICULATION IMPROVEMENT

Help each child with the particular sounds he cannot say. Show him the position of the lips and tongue for the sound. Have him listen to the sound in rhymes and jingles. Try to say the sound in easy words, having only the sound to be learned and a vowel, as "key", "cow", etc.

Say a word as slowly as possible, then as quickly as possible. The slow performance will prepare the child later for blending sounds in phonetics. The slow and then fast performance will aid in flexibility and control.

Choral speaking often gives confidence to the stammering child.

Imitate sounds, an airplane, a train, an auto, a clock, a dog, etc.

Play games requiring different types of voice: baby with a tiny voice, mother with a medium voice, father with a big deep voice, etc.

Repeat rhymes and jingles.

III. AUDITORY DISCRIMINATION

A. Distinguish Letter Sounds, One From Another

Fish

The dealer gives out 5 cards to each player and lays the remainder in a center pile. He then asks another player, "Do you have a picture card that begins like _____ (Names picture in his hand)?" If a pair is made he places it in front of him and asks another player for a card. If a pair is not made, he has to "Fish" - (Draw a card from the pile) and the next player has his turn.

Concentration

All picture cards are placed face up on the table and the players take turns matching pairs of pictures that begin with the same sound. The player having the most pairs wins.

Cutting Pictures

Encourage children to cut out pictures of objects whose names begin with initial consonants. Display them on the bulletin board under a key picture chosen by the teacher. Different children might be assigned the task of cutting out pictures to go with different key pictures.

Picture Bingo

Distribute to each child a group of 8 pictures whose names begin with differnet initial consonants. These can be prepared by either teacher or pupils. Have a pupil leader hold up a key picture. Pupils must than search through their piles to find a picture whose name begins with the same sound. The first pupil to find 4 pictures whose names begin like the key pictures wins the game and becomes the new leader.

I am Thinking of

Tell pupils that you are thinking of something that begins with the same sound as bat and holds books. The pupil who correctly guesses bag may then take the teacher's role and make up his own riddle.

Definition Clues

To help children recall words that begin with the same sound as lake, use such definition clues as:

1. Something to mail is a _____.
2. The opposite of big is _____.
3. An animal that has a soft woolly coat is a _____.
4. The opposite of found is _____.

Vary the game by using key words beginning with different consonant sounds, and by having pupils make their own definition clues.

Key Word Sentences

Have pupils make up sentences using words that begin with the same sound as a key word you give them. For example, if the key word is bat, the sentence might be: Billy Bear bites bits of basketballs. The pupil who uses the most words like the key word is the winner.

The Name Game

Tell pupils that you are thinking of someone in the class whose name begins like dig (Dan). Continue the game using only pupil's names which begin with single initial consonants and not blends or vowels.

Clap Hands

Say pairs of words, some of which begin alike and some which differ. Have pupils clap their hands when they hear a pair of words which begin alike.

Card Games with Initial Consonants

Cut out pictures whose names begin with initial consonants and paste them on 3 X 5 inch pieces of oak tag, or index cards. Try to have 4 pictures to illustrate each of the consonants. This deck can be used in many ways. (A) Pupils may be asked to sort the cards into packs beginning with the same consonant sound. (B) Two or more children can play a card game by passing out 6 cards to each player. The remaining cards are left in a pile from which to draw. The aim of the game is to acquire as many packs as possible which begin with the same consonant sounds. Each turn a child draws a card from the pack and discards one from his hand. When he has 4 which begin alike, he places them down and draws 4 more cards. The discard pile is turned over when the first pile is exhausted. The game ends when there are no more cards to be drawn. The winner is the child who has accumulated the most packs of picture cards whose names begin alike. (C) Another card game can be played by placing on the table 4 cards with pictures whose names begin with different consonants. Each pupil is dealt 4 cards, and the remainder of the deck is used for drawing. At each round, the players try to put down any one of their cards that begins with the same consonant as one of those on the table. If a child can play, he need not draw, but he must discard one card from his hand. If a child cannot match a card on the table, he must both draw and discard. Only one matching card can be played at any time; even though the player holds more than one. The aim of the game is to be first to go out.

Naming Objects

On the chalkboard, sketch pictures of two objects whose names begin with consonants. Divide the class into two teams and appoint a scorekeeper for each. Have the teams take turns naming objects which begin with the same consonant as the object sketched on the chalkboard for their team. The team which names the greatest number of objects wins. The teacher should serve as referee.

Phonics Baseball

Arrange 4 chairs in the order of bases on a baseball diamond. Divide the class into two teams and appoint scorekeepers for each team. The teacher acts as "pitcher" by asking the "batter" to name objects which begin like a key word. Four words names is a home run, 3 words takes him to third base, etc. The next batter may push in any other batter if he makes a home run or may advance him base by base as in an actual baseball game. Misnaming a word is an out, whether or not a correct word has been named. There are no strikes.

Which Pictures Don't Belong?

On a flannel board display an assortment of pictures which begin with two or three different initial consonants. Have children remove any pictures which do not begin like the initial consonant in a key word which the teacher gives them.

B. Initial Consonants

Surprise Box - Place in a box small objects such as miniature toys, buttons, ruler, pencil, shell, marble, bead, spool, scissors, etc. The child reaches into the box and pulls out an object. He names the object and then gives another word that begins with the same sound. Continue until all the objects are out. Change the objects in the box from time to time.

Reading chairs are placed in several lines to represent rows on an airplane, and a girl is selected as an airline stewardess. She stands at the entrance of the plane (chairs). The stewardess says a word such as "door". A child is allowed to take a seat on the plane if he can tell the stewardess a word beginning with the same sound as the "d" in door. After passengers are all seated, they may be allowed to leave the plane if they can say a word that ends with the sound of "d".

Teacher gives children clues about a word that begins like "duck". It is a pet. It has four legs and a tail. What is it? Children guess what the word is. The word is printed on the chalkboard when guessed. The children should note the beginning letter of each guessed word with its initial sound. The teacher continues with clues about other words beginning with "d". (This game may be used for other consonant letters).

The children place their heads on their desks. The teacher pronounces aloud various words from her list, one at a time. Some end in the consonant "n" and some end in other consonants. The children are to raise one hand if they hear a word beginning with the consonant "n". The teacher may ask the children to repeat the sound they hear to make it clearer to them what they are listening for.

The teacher begins this activity by saying, "I'm packing a box for Aunt Polly. What shall I put in the box?" Answers must begin with "P" (like the specified name). The children then suggest items for the box. They may discuss the beginning sounds they hear. This activity can be done with a reading group, or the whole class when waiting to line up to get coats.

Listen for words beginning with the same sound. Children try to suggest other words beginning with that sound. Give a number of words beginning with the same sound and then give one beginning with a different sound, as man, money, mother, milk, many, sled. Children try to raise hands as soon as the "different" word is pronounced. Do the same with rhyming words.

Make a chart containing pictures of objects beginning with the same sound. Children point to each picture, naming it and listening for the beginning sound.

C. Rhyming Sound

<u>Reciting Nursery Rhymes</u>
Recite familiar nursery rhymes, pausing so that children can supply the rhyming words.

<u>Riddle Rhymes</u>
Make up, or have the children make up, riddles which are answered by rhyming words. For example say, "What did Jack fall down that rhymes with Bill?" (hill)

Clap for Rhymes

Say a group of three words, two of which rhyme. Ask the children to show which words rhyme by clapping their hands as you repeat the words. Continue with other groups of three. Or, say pairs of words, some of which rhyme and some which do not rhyme. Ask the children to clap their hands when they hear rhyming words.

Stand Up

Have a pupil begin by asking the person whose name rhymes with cob to stand up. (Bob) The person named will then stand up and continue the game by giving another word. If some individuals' names do not rhyme, the riddle can be worded "Will the person wearing a color that rhymes with bean (green) stand up?"

Card Games

Make up a deck of pictured rhyming words, preferably with 4 examples of each rhyming sound, e.g., pan, man, fan, can. These cards may be used to play a variety of card games. These cards may also be used for sorting tasks.

Guess What

Have each child sketch on the back and the front of a sheet of manila paper pictures of objects that rhyme. To play this game, have a child display one of his drawings. The class or if desired, an opposing team has 3 chances to guess the rhymed pictured object on the reverse side of the paper. If the class, or team, cannot guess, the pupil becomes a champion and can show a second drawing to the class. If the picture is guessed, the pupil who guessed correctly becomes the next person to display his drawing.

The teacher says, "We are going to play a new guessing game today. This little boy is Bill." The teacher points to a picture. "He lives on a big, high . . . Who can tell where Bill lives? It is a word that sounds like Bill. Yes, it is hill. Bill likes to sit on the window . . . Yes, sill. Who can give me another word that sounds like Bill and sill", etc.

The teacher says each of the following pairs of words. After the teacher finishes each pair, the children clap or raise their hands when the pairs of words rhyme.

Example:

Cake - make	find - kind	goat - coat	pay - hay
See - see	horn - corn	sheep - shed	seal - peal
Cold - bold	rope - roam	heat - eat	cart - card
Tie - pie	me - he	some - come	kite - bite
Rain - train	paste - waste	fail - pail	line - pine

The teacher places on the blackboard pictures of objects that rhyme such as a picture of a pie, a fly, a hand, a band, etc. The teacher points to the first picture and asks what it is. "Yes it is a pie. Who can find another picture that rhymes with it?"

The teacher pronounces a series of words that rhyme and one that does not rhyme. The children clap their hands when they hear the non-rhyming word. For example, the teacher says, "Right, fight, light, see, might." If claps are heard for a rhyming word, the children may be asked to listen a second time.

Listen to jingles and nursery rhymes, especially those which emphasize a particular sound, as Bye-Baby-Bunting, Hickory-Dickory-Dock, etc. Choral speaking of rhymes and poems is helpful.

DEVELOPING OTHER LISTENING SKILLS

Give oral directions involving two commissions, then three, then four or five. "Put a pencil on the table, hop around the room and then stand by the desk." Children watch to see if the child succeeds in doing all the commissions, if he forgets one, another child tries until one child succeeds.

Tell a simple story of two or three sentences. Have children retell it as accurately as possible.

Tap on the desk several times. Children listen, count mentally, and then tell the number of taps. Vary by tapping slowly, quickly, and in irregular rhythm. This requires careful attention to auditory stimuli.

Singing and musical games are very helpful for children who need auditory training.

All close eyes. One child recites a jingle. Others try to guess who spoke by recognizing his voice.

Let children line up for recess or going home by sounds.

Example:

"All those whose first names begin like tangerine may get in line. All those whose last names begin like lemon may line up."

Have children close their eyes and become aware of their environment . . . ask questions . . . what do you hear?

Have pupils recognize familiar objects by sound with eyes closed.

Have pupils recognize familiar tones with eyes closed.

Have pupils recognize familiar sounds with eyes closed.

Have pupils recognize rhythms-movements of the body while eyes are closed; hopping, running, jumping, skipping.

Use tape recorder for listening activity on recognizing animal sounds.

Play games like Simon Says; May I.

Play a game like "What's my name?" . . . child is outside the door and blindfolded . . . when he returns, the teacher points to a child who says, "Who am I?" . . . child must identify the classmate.

Recognize specific sounds as teacher shows a picture for each of several selections of pictures.

Recognize sound in sentence . . teacher says, "This little boy lives on a farm." Children may be asked to clap, hand raise, tap or other signal to designate the desired sound.

Distinguishing between various degrees of volume is an aid in developing volume control.

Use small containers such as small tin cans filled with materials producing the same sound; for instance, one pair is filled with sand, another pair is filled with paper clips, another with pieces of rubber, etc. The child matches the pair by sound.

Play "Who rings the bell?"--blindfold a child, stand him in the center of the circle, have children try to pick out child playing the bell.

Make a 2X3 foot screen by cutting the sides from a large cardboard box. The purpose of this screen is to hide what you are doing so the child will listen for the sounds and can guess what he has heard. The screen may be placed on a table or on the floor between you. A few suggestions for sounds are given, but you will find any other interesting sounds that you can use.

1. Show a piece of paper toweling and a piece of heavy typing paper. Tell the child that you will crush one of the sheets and he is to guess which one it is. Use the other types of paper or materials in the same way.

2. Use a pencil and a fork. Show them to the child. He is to guess which one you are using when you tap on the table or floor. Use other objects in the same way.

3. Use a fork or other object and tap a rhythmic pattern on the table or floor. It should be very, very simple at first, just two or three taps. Let the child repeat the pattern. Then let him tap and have you repeat what he tapped. He is to listen to see if you have it right.

4. Show the child a piece of wood and a tin can. Then tap on either one, and he is to tell you which one you tapped. Use other objects.

5. Use soft-toned bells. Let him guess which of the two bells you have rung. You may wish to have him tell you if it is a high or low tone. If there is a piano in the school, many games can be played by listening to high or low tones, or if they are the same.

6. Show the child buttons or pennies which you will drop on a hard surface. He is to tell you if you have dropped one, two or many. Then, give the child some buttons or pennies. He is to drop the same number that you have dropped.

7. Show a button or a penny. Drop one and the child is to tell you which one you dropped. Use other objects in the same way.

8. Use kitchen equipment such as an eggbeater, can opener, etc.

9. Tear paper, cloth, etc.

10. Bounce a ball and have the child imitate the rhythm.

11. Tap on an empty, half-full and full glass.

12. Echo game: Call out in any intonation you choose. The child is to repeat it. Then let him make intonations and have him listen to see if you or another child can imitate each.

13. Pictures: Cut pictures from magazines and mount them on cardboard. The child looks at the picture for a minute and then says as many words as he can that begin the same as the picture. Example: The child has a picture of a cat. He might say: call, come, cab, car, cabbage, etc.

IV. VISUAL DISCRIMINATION

Distinguish Letter Forms From Another

The teacher chooses two children to stand side by side at some distance away. She holds up letters from her pack. The first child to say the new letter shown by the teacher takes one step toward teacher. First one to reach teacher wins.

Letter Man

The children are given alphabet cards both capital and small letters. The group sings, "Do you know the Letter Man, the Letter Man, the Letter Man, do you know the Letter Man that lives on Alphabet Lane?" One child with a capital goes to find his partner with a small letter. They skip around the circle to "Yes, we know the Letter Man." Child with the small letter then calls out a letter to take his place and game starts all over.

Fruit Basket

The children sit in a circle. One child stands in middle of circle. Each child has a card with one letter, either a capital or small. Duplicate letters are used for this game. The child in the center of the circle calls out two letters and the children having these letters change chairs. The leader tries to get a seat and the child left standing calls the next letter.

Letter Rhythms

The group is seated in a circle. Each child has a letter card. Someone in the circle has a matching letter card. The teacher plays a record. The children pass the cards to the rhythm. When the music stops, the teacher calls on one child at a time to stand, show card, and tell the letter. The child who has the same letter will also stand but does not need to say the name of the letter. If some child misses, he sits in the center of the circle. If someone else misses, the child may enter the circle again by naming the missed letter.

The children form a circle. Two children are chosen for center participation. Pin a letter on one child's back. The other child tries through quick maneuvers to see the letter or guess what it is. If he guesses or sees the letter, he becomes "It." If he does not, they both return to the circle and two new antagonists are chosen.

When children are learning letter names, create a make believe stream. Have children sit in a circle. The stream goes across middle of circle. Place letter cards for stepping stones across the stream. The child names the letters before he steps on them. The object is to get across the stream without falling in or miscalling a letter.

Letter Pairs Card Game

Using 3 X 5 inch index cards, make up a deck of 48 cards containing 24 pairs of letters. Distribute the cards among six or eight children. Have the children draw cards from each other as in "Old Maid" putting their cards down as soon as they have sets of letters that are alike. The first person to "go out" is the winner.

Matching Letters Card Game

Make up two decks of 26 cards each with all the letters of the alphabet. Set one deck aside and deal out the other deck among four children. A fifth child who is "It" draws from the second deck, calls out the letter, and places the card on the chalkboard ledge. A child who has the matching letter places his card next to the corresponding letter on the chalkboard ledge and becomes the new "It". The same game can also be played matching words that are alike.

Newspaper Hunt

Write on the chalkboard a word that is likely to be repeated frequently in a newspaper or magazine (or in any other printed material) such as is, the, see, or was. Then pass out sheets of newspaper to pupils and ask them to "hunt" for that word on their page and draw a line around it each time they find it. The winner of the game is the pupil who finds the most repetitions of the word.

Missing Letters Card Game

Deal out a deck of cards, each card of which contains two letters, and a blank for the missing letter, i.e., -bc, a-c, -cd. Have children draw cards from another deck containing single letters only and match the letters up with the card containing the corresponding blank. The children must form pairs which are placed face up on the table, and discard the single letter card if it does not match up with any of the cards they have in their hands. The first one to go out is the winner.

Association of Capital and Lower Case Letter Forms and Alphabetical Order

The matching letters game described above may also be played using a deck of cards with 26 capital letters and 26 lower-case letters. In addition, this deck can be used by individual children for practice in associating capital and lower-case letter forms at their seats.

The teacher uses a transparency and an overhead projector for the printing of the letters by the students. A child will come up to the projector and print the letter dictated by the teacher, on the proper line, out of sequence. Each child tells the name of the letters after he prints it.

Practice in printing the letters of the alphabet out of sequence can be provided by means of class competition. The children can be placed into five or six lines, depending upon the size of the class, with the same amount of students in each line. One child is chosen as score keeper. The teacher calls the first in each row to come to the chalkboard. Then she names a letter of the alphabet, "small b, capital h," etc. The first child to legibly print the correct letter, put the chalk down, and turn around, wins a point for his team.

The game continues until all children have had several chances at the game, or until one team reaches a fixed score (such as 20). The team scoring the most points wins the game.

Materials:

Envelopes, each containing a picture with its title written below in manuscript; corresponding envelopes containing enough letters to match the letters in each title.

Each child is given an envelope containing a title picture. The child takes the letters of the alphabet from a separate envelope and selects the correct letters to place under the letters of the title.

Look at the words in each row. Draw a circle around all words in each row that begin like the first: big, ball, pig, baby, pet, boat, not, name, hot, how, now. Even at this level, care must be exercised lest a child's failure to follow directions be interpreted as failure to see likenesses and differences.

Exercises for Developing Visual Abilities

Place several small familiar objects on a table, covered by a cloth or paper. Remove cover, exposing objects for a few seconds, replace cover and ask children to name as many objects as they can recall. Gradually increase the number of objects exposed.

Place several objects under the cover on the table. Expose for a few seconds. Have children close eyes while one object is removed. Re-arrange the remaining objects. Expose again while the children try to recall which object is gone.

Expose a simple pattern for a few seconds. Remove and have children draw from memory.

Expose a picture containing a number of items. Remove and have children tell as many things as they remember seeing.

Describe some object and have children guess what it is. "I am thinking of something little and white with long ears and a short tail and pink eyes," etc. Have children try to visualize while object is being described. Describe the clothes and appearance of some child until children can guess who is being described.

Have children match objects, colors, numbers, words, etc.

Put together a simple jig-saw puzzle.

Have children count or name rows of objects from left to right. Count with the finger; then count with the eyes alone.

Have children learn to recognize and copy their own names.

V. DEVELOPMENT OF VISUAL MOTOR SKILLS

Matching Letters Card Game

Have two decks of cards with all the letters of the alphabet. Set one deck aside and deal out the other deck among four children. A fifth child who is "It" draws from the second deck, calls out the letter, and places the card on the chalkboard ledge. A child who has the matching letter places his card next to the corresponding letter on the chalkboard ledge, becomes the new "It". The same game can be played matching words that are alike.

Letter or Word Pairs Card Game

Have a deck of 48 cards containing 24 pairs of words or letters that are alike. Distribute the cards among each other as in "Old Maid" putting their cards on the chalkboard ledge as soon as they have sets of letters or words that are alike. The first person to "go out" is the winner.

Completing Pictures

To help children who have had difficulty completing letters and words, place incomplete forms of a hexagon, triangle, square, and octagon, on the chalkboard and have children fill in the missing sides. Following this, ask children to draw pictures of objects, leaving out an important line or part. Have pupils exchange papers and complete the pictures. Some teachers may wish to devise worksheets of incomplete pictures for their pupils' use.

Completing Words

To help children complete words, the teacher may place a series of incomplete words on the chalkboard and have children draw cards from a deck having the corresponding words in complete form. Each child will have to fill in at the chalkboard the word that he picks, i.e., if he picks dot, he must add the t in do-. The child who picks nut must add the u in n-t.

TEACHING AND STRENGTHENING VISUAL-MOTOR SKILLS

1. A good physical education program which stresses the development of coordination between vision and skills involving the arms and hands might include the following:
   a. throwing and catching a ball or beanbag,
   b. rolling and catching a hoop,
   c. running, bending, jumping from a crouched position,
   d. duck-walking,
   e. hopping and skipping.

2. A visual-motor program with pencil and paper exercises for training such as the Frostig Program.

3. Eye-movement exercises.

4. Locomotor activities; crawling, skipping, galloping, hopping, walking sideways, etc.

5. Imaginative games; pushing, pulling, loading, pretending to be animals, machines.

6. Balancing; stand for 10 seconds on tiptoes, stand on one foot, do all of the above with the eyes closed, use a balance beam while focusing on an object.

7. Use motor activities to strengthen the arms and shoulders such as pulling a chain, rowing a boat, doing push ups, forming a ball, being an elevator.

8. Cutting activities.

9. Placing and pasting exercises.

10. Tracing and coloring exercises.

11. Buttoning, lacing shoes, tying ribbons and laces, opening and closing snaps and zippers, using simple tools, and carrying objects.

12. Finger tracing of blocks, cars along paths.

13. Use puzzles, simple at first, two vertical pieces - move to more complicated ones.

14. Use pegboards, train from part to whole.

15. Use parquetry blocks and cubes to match patterns.

16. Use paper matching designs and forms.

TEACHING AND STRENGTHENING FIGURE-GROUND SKILLS IN PERCEPTION

1. Pencil and paper exercises in a good systematic program like the Frostig.

2. Use a good listening program such as utilizing records, story reading, role playing, drammatization, puppetry, bells, musical instruments.

3. Discriminate objects in the room.

4. Finding objects that are different; blocks, buttons, pictures, etc.

5. Sorting: cubes, objects to be sorted by size, color, texture, shape.

6. Asking the child to pick out specified objects from pictures from the classroom, while on the playground, etc.

7. The use of visual cards and pictures where figure to be main object is color cued.

8. Cards with various objects.

TEACHING AND STRENGTHENING PERCEPTUAL CONSTANCY SKILLS

1. A good visual perceptual paper and pencil program such as the Frostig.

2. Use objects to find the same size.

3. Use the flannelboard.

4. Use objects to find different sizes.

5. Use objects to sort according to size.

6. Use the basic forms and shapes to find the same shape.

7. Use objects to sort according to shapes.

8. Use pictures and pattern cards with blocks to pick out the same shapes.

TEACHING AND STRENGTHENING THE SKILL OF POSITION IN SPACE

1. Teach awareness of parts of the body.

2. Locate parts of the body matching pictures, objects, puppets.

3. Use play equipment such as a ladder, the jungle gym, rails, blocks, teeter-totter, balance beam.

4. Teach directional body movements.

5. Draw human figures, use mirrors, chalkboard, have children locate and identify parts or missing parts.

6. Have children complete partially drawn figures.

7. Assemble parts of the body through use of Mr. Potato, flannelboard pictures, etc.

8. Teach the relationship of the body to other objects through motor activities such as moving the body over, through, put it in, come out of circles, tables, and other objects.

9. Use mazes to manipulate the body through.

10. Duplicate body positions to matching picture, demonstrating persons.

11. Use paper pictures to have the children assemble features and body parts.

12. Use dolls and have children make puppets.

13. Exercise with two and three dimensional objects.

TEACHING AND STRENGTHENING THE SKILL OF SPACIAL RELATIONSHIPS

1. Use three-dimensional objects.

2. Make models.

3. Fashion small objects from wood or other materials.

4. Build according to a pattern.

5. Read maps.

6. Work in the yard on simple activities that involve a sequence of actions.

7. Use finger plays.

8. Use role playing.

9. Use dramatizations.